Yummy: The Last Days of a Southside Shorty

Unit Plan

This unit would be conducted in a 9th or 10th grade Language Arts class.

**Standards:**

**Reading Application Literary Text**

1. Analyze how an author’s choice of genre affects the expression of a theme or topic.
2. Analyze the author’s use of point of view, mood, and tone
3. Interaction between characters and how it affects plot.
4. Analyze how setting and point of view impact Literary Text

**Reading Process**

1. Apply reading comprehension strategies to understand text.
2. Respond to questions from text.

**Research**

1. Formulate open ended Research questions.
2. Communicate findings, reporting on substance and process orally, visually, and in writing or through multimedia.

**Day 1:**

1. Begin with defining vocabulary terms from story and then using each term correctly in a sentence.
2. Scavenger hunt online to find facts about the city of Chicago and particularly about the Roseland neighborhood….the setting of the story.

**Day 2:**

1. Begin with discussion of correct answer for the Scavenger Hunt.
2. Type 1 Writing assignment: List several reasons that young people have for joining gangs.
3. Beneath the line technique: We will list and discuss the reasons each student came up with. Anything the student doesn’t already have will be added to his or her paper, under the line.
4. Discussion: What are the reasons that gangs target young children to recruit ages 8-12?

**Day 3**:

1. Introduce the story “Yummy” to the class.
2. Students will look at the cover of book and predict the content of the book.
3. Students will identify what a Southside “shorty” is.
4. We will discuss the format of a graphic novel as well as the reason authors would choose to use this style and structure of story.
5. Read pages 1-31 and complete a T Chart comparing the character Roger to the character Robert…looking at characters and characterization.

**Day 4:**

1. Finish pages 1-31 and T-Chart between Roger and Robert.
2. Students will answer reading questions over pages 1-31.
3. Class discussion over pages 1-31 and correct answers.

**Day 5:**

1. Read pages 32-62 in class and answer comprehension questions over story.
2. Complete a tri-Venn diagram comparing and contrasting the characters Roger, Robert, and Gary.

**Day 6:**

1. Read pages 63-94 together as a class and discuss the outcome of the story.
2. Discussion to follow:
   1. How do you feel about Yummy? Was he good or bad?
   2. In what ways does the setting make the story believable?
   3. How would the story be different if it was set in a small rural town or countryside?
   4. Who was the real Yummy?
   5. Discuss irony and then identify at least two examples of irony in this story.
   6. In what ways is Gary changed due to the events in this story?

**Day 7:**

1. Complete a plot diagram of key events from the story.
2. Continue with discussion topics:
   1. How is your neighborhood similar to Yummy and Roger’s? How is your neighborhood different?
   2. Do you know anyone like Yummy? How do you feel about that person?
   3. How do you feel about violence and crime in Canton?
   4. What can you do in your community to make a positive difference?

**Day 8:**

1. Assessment over story.
2. Begin project: Public Service Announcement/power-point presentation over one of the following topics:
   1. Crime prevention
   2. Gang prevention
   3. Anti-violence
   4. Anti-bullying
   5. Community Intervention and groups in Canton who are working to take back their neighborhoods.